



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Solon Elementary School

SAU: RSU 74 / MSAD 74

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2010-2011 NCLB Report Card



School: Solon Elementary School
SAU: RSU 74 / MSAD 74
Grade: 03



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	13	13	100	100	82	65	8	92	0	0	13	0
	2009-2010	10	10	100	90	83	73	20	70	10	0	10	0
Female	2008-2009	7	7	100	100	89	70	0	100	0	0		
	2009-2010	2	2	100		73	76						
Male	2008-2009	6	6	100	100	75	60	17	83	0	0		
	2009-2010	8	8	100		92	69						
Caucasian/White	2008-2009	13	13	100	100	82	66	8	92	0	0		
	2009-2010	10	10	100	90	83	74	20	70	10	0		
African American/Black	2008-2009	0	0				42						
	2009-2010	0	0				46						
Hispanic	2008-2009	0	0				51						
	2009-2010	0	0				58						
Asian or Pacific Islander	2008-2009	0	0				66						
	2009-2010	0	0				71						
American Indian or Native Alaskan	2008-2009	0	0				64						
	2009-2010	0	0				66						
Economically Disadvantaged	2008-2009	10	10	100	100	75	53	10	90	0	0		
	2009-2010	7	7	100		81	62						
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	1	1	100			36						
	2009-2010	1	1	100			38						
Limited English Proficient	2008-2009	0	0				40						
	2009-2010	0	0				45						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

2010-2011 NCLB Report Card



School: Solon Elementary School
SAU: RSU 74 / MSAD 74
Grade: 04



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	7	7	100	86	60	71	0	86	0	14	7	0
	2009-2010	14	14	100	100	85	67	29	71	0	0	14	0
Female	2008-2009	1	1	100		68	75						
	2009-2010	8	8	100		89	71						
Male	2008-2009	6	6	100	83	54	67	0	83	0	17		
	2009-2010	6	6	100		81	63						
Caucasian/White	2008-2009	7	7	100	86	60	71	0	86	0	14		
	2009-2010	14	14	100	100	85	68	29	71	0	0		
African American/Black	2008-2009	0	0				53						
	2009-2010	0	0				43						
Hispanic	2008-2009	0	0				66						
	2009-2010	0	0				59						
Asian or Pacific Islander	2008-2009	0	0				71						
	2009-2010	0	0				71						
American Indian or Native Alaskan	2008-2009	0	0				60						
	2009-2010	0	0				64						
Economically Disadvantaged	2008-2009	4	4	100		61	60						
	2009-2010	11	11	100	100	77	56	27	73	0	0		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	2	2	100		33	43						
	2009-2010	2	2	100			34						
Limited English Proficient	2008-2009	0	0				47						
	2009-2010	0	0				46						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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School: Solon Elementary School
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Grade: 05



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	16	16	100	69	75	67	6	63	31	0	14	2
	2009-2010	7	7	100		81	72					7	0
Female	2008-2009	7	7	100	86	74	70	14	71	14	0		
	2009-2010	1	1	100		91	78						
Male	2008-2009	9	9	100	56	76	64	0	56	44	0		
	2009-2010	6	6	100		72	67						
Caucasian/White	2008-2009	16	16	100	69	75	67	6	63	31	0		
	2009-2010	7	7	100		81	73						
African American/Black	2008-2009	0	0				46						
	2009-2010	0	0				57						
Hispanic	2008-2009	0	0				56						
	2009-2010	0	0				70						
Asian or Pacific Islander	2008-2009	0	0				68						
	2009-2010	0	0				73						
American Indian or Native Alaskan	2008-2009	0	0				48						
	2009-2010	0	0				62						
Economically Disadvantaged	2008-2009	8	8	100	50	65	53	0	50	50	0		
	2009-2010	4	4	100		72	62						
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	4	4	100		23	31						
	2009-2010	2	2	100		60	36						
Limited English Proficient	2008-2009	0	0				39						
	2009-2010	0	0				49						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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Grade: 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	13	13	100	100	82	70	31	69	0	0	13	0
	2009-2010	10	10	100	100	65	62	10	90	0	0	10	0
Female	2008-2009	7	7	100	100	95	68	43	57	0	0		
	2009-2010	2	2	100		55	61						
Male	2008-2009	6	6	100	100	70	71	17	83	0	0		
	2009-2010	8	8	100		75	63						
Caucasian/White	2008-2009	13	13	100	100	82	71	31	69	0	0		
	2009-2010	10	10	100	100	65	63	10	90	0	0		
African American/Black	2008-2009	0	0				45						
	2009-2010	0	0				31						
Hispanic	2008-2009	0	0				50						
	2009-2010	0	0				52						
Asian or Pacific Islander	2008-2009	0	0				70						
	2009-2010	0	0				65						
American Indian or Native Alaskan	2008-2009	0	0				55						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009	10	10	100	100	83	58	40	60	0	0		
	2009-2010	7	7	100		56	50						
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	1	1	100			46						
	2009-2010	1	1	100			33						
Limited English Proficient	2008-2009	0	0				46						
	2009-2010	0	0				35						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	7	7	100	86	65	66	29	57	0	14	7	0
	2009-2010	14	14	100	93	78	62	29	64	7	0	14	0
Female	2008-2009	1	1	100		64	66						
	2009-2010	8	8	100		79	62						
Male	2008-2009	6	6	100	83	65	67	33	50	0	17		
	2009-2010	6	6	100		76	63						
Caucasian/White	2008-2009	7	7	100	86	65	67	29	57	0	14		
	2009-2010	14	14	100	93	78	63	29	64	7	0		
African American/Black	2008-2009	0	0				46						
	2009-2010	0	0				36						
Hispanic	2008-2009	0	0				61						
	2009-2010	0	0				45						
Asian or Pacific Islander	2008-2009	0	0				68						
	2009-2010	0	0				65						
American Indian or Native Alaskan	2008-2009	0	0				59						
	2009-2010	0	0				49						
Economically Disadvantaged	2008-2009	4	4	100		68	54						
	2009-2010	11	11	100	91	73	50	18	73	9	0		
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	2	2	100		58	41						
	2009-2010	2	2	100			36						
Limited English Proficient	2008-2009	0	0				43						
	2009-2010	0	0				38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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Grade: 05



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	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	16	16	100	100	78	66	56	44	0	0	14	2
	2009-2010	7	7	100		77	64					7	0
Female	2008-2009	7	7	100	100	76	65	57	43	0	0		
	2009-2010	1	1	100		77	64						
Male	2008-2009	9	9	100	100	79	66	56	44	0	0		
	2009-2010	6	6	100		76	64						
Caucasian/White	2008-2009	16	16	100	100	78	67	56	44	0	0		
	2009-2010	7	7	100		77	65						
African American/Black	2008-2009	0	0				43						
	2009-2010	0	0				37						
Hispanic	2008-2009	0	0				52						
	2009-2010	0	0				55						
Asian or Pacific Islander	2008-2009	0	0				69						
	2009-2010	0	0				67						
American Indian or Native Alaskan	2008-2009	0	0				46						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009	8	8	100	100	73	53	38	63	0	0		
	2009-2010	4	4	100		79	51						
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	4	4	100		69	38						
	2009-2010	2	2	100		80	34						
Limited English Proficient	2008-2009	0	0				40						
	2009-2010	0	0				38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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2010-2011 NCLB Report Card



School:	Solon Elementary School
SAU:	RSU 74 / MSAD 74
Grade:	3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	*	100 99	99 99	78	83 57	71 69	*	100 98	99 99	89	74 59	63 61	97	95	95
Caucasian/White	*	100 99	99 99	78	83 57	71 69	*	100 98	99 99	89	74 59	64 62			
African American/Black	*	* *	97 97	*	* *	49 50	*	* *	99 98	*	* *	36 38			
Hispanic	*	* *	97 99	*	* *	63 59	*	* *	99 100	*	* *	51 46			
Asian or Pacific Islander	*	* *	97 98	*	* *	73 76	*	* *	99 99	*	* *	67 71			
American Indian or Native Alaskan	*	* *	98 97	*	* *	64 57	*	* *	98 97	*	* *	54 47			
Economically Disadvantaged	*	100 98	99 99	72	76 49	60 56	*	100 97	99 99	90	70 57	50 47			
Students with Disabilities	*	* 100	97 98	*	68 10	36 28	*	* 98	97 98	*	73 28	35 25			
Limited English Proficient	*	* *	96 95	*	* *	48 45	*	* *	99 99	*	* *	39 35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



Part I: Professional Qualifications

	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	5	3	2	0	0	0

Part II: Emergency/Conditional Certification

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0
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Part III: Classes NOT Taught by Highly Qualified Teachers

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>